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By-Cooper, Minna; And Others

DEVELOPMENTAL READING IN SOCIAL STUDIES; WESTWARD EXPANSION AND TRANSPORTATION IN NEW YORK STATE. A GUIDE FOR TEACHERS, GRADE 7, REVISED.

Sewanhaka Central High School District Number 2, Nassau County, N.Y.

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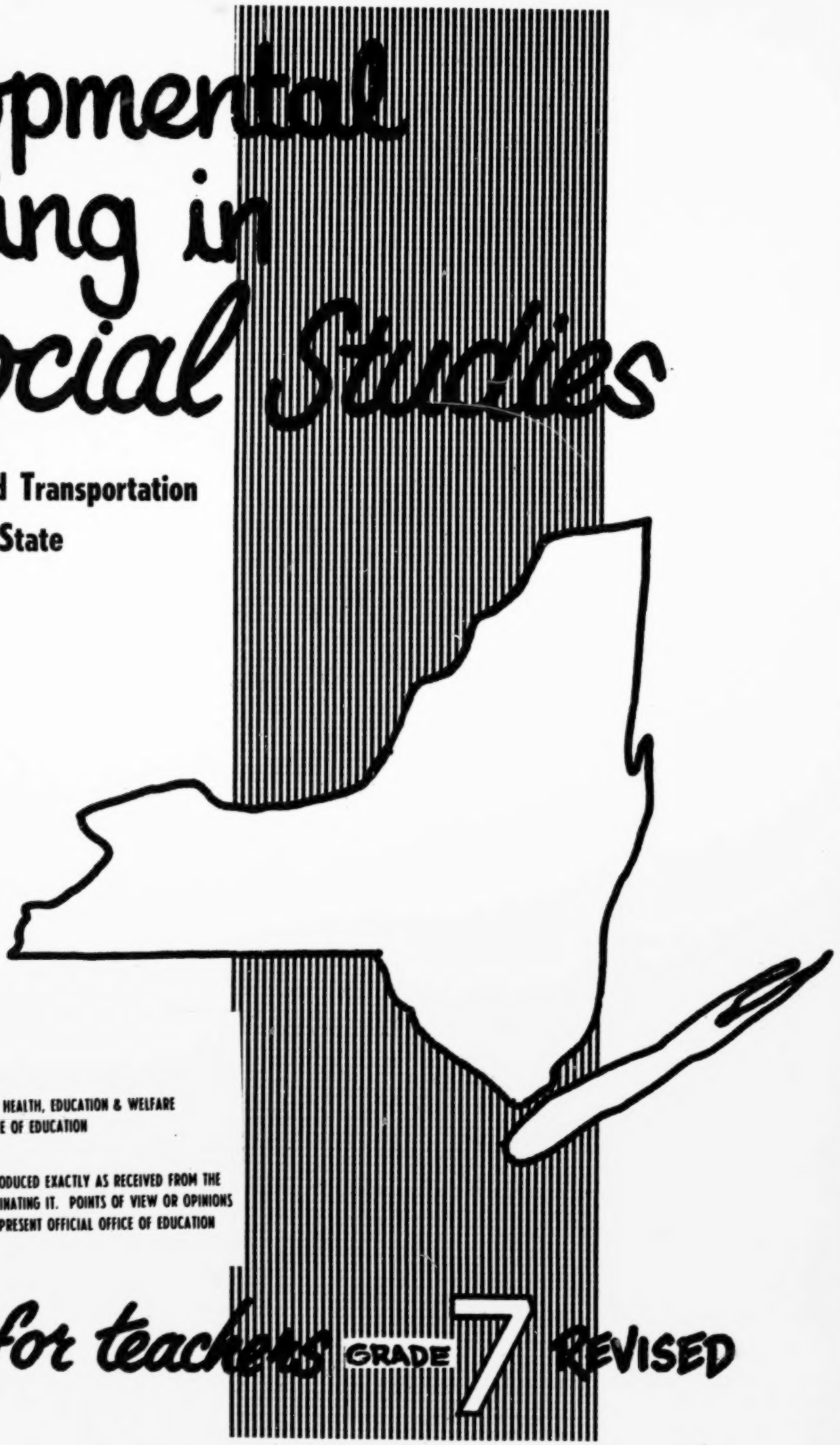
This guide is designed to provide seventh-grade social studies teachers with materials needed to present instruction in reading skills and to teach those facts, concepts, and attitudes which are the aim of social studies education. Entries on the subject of westward expansion and transportation in New York State are arranged by topics, and material within each topic is arranged according to two texts: "Living in New York" by Flierl and Urell, to be used with modified classes, and "New York: The Empire State" by Ellis, Frost, and Fink, to be used with honors and average classes. The guide presents exercises to promote the development of vocabulary, comprehension, critical thinking, and map skills. Questions are designed to evaluate the student's mastery of these skills and of content subject matter. Some questions are designed to cover collateral chapters in the two texts and are so identified. (RT)

Developmental Reading in Social Studies

Westward Expansion and Transportation in New York State



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a guide for teachers GRADE 7 REVISED

Sewanhaka
CENTRAL HIGH SCHOOL DISTRICT NO. 2
NASSAU COUNTY, NEW YORK

#4

Developmental Reading in Social Studies — REVISED

Westward Expansion and Transportation in New York State

MRS. MINNA COOPER
Alva T. Stanforth Junior High School

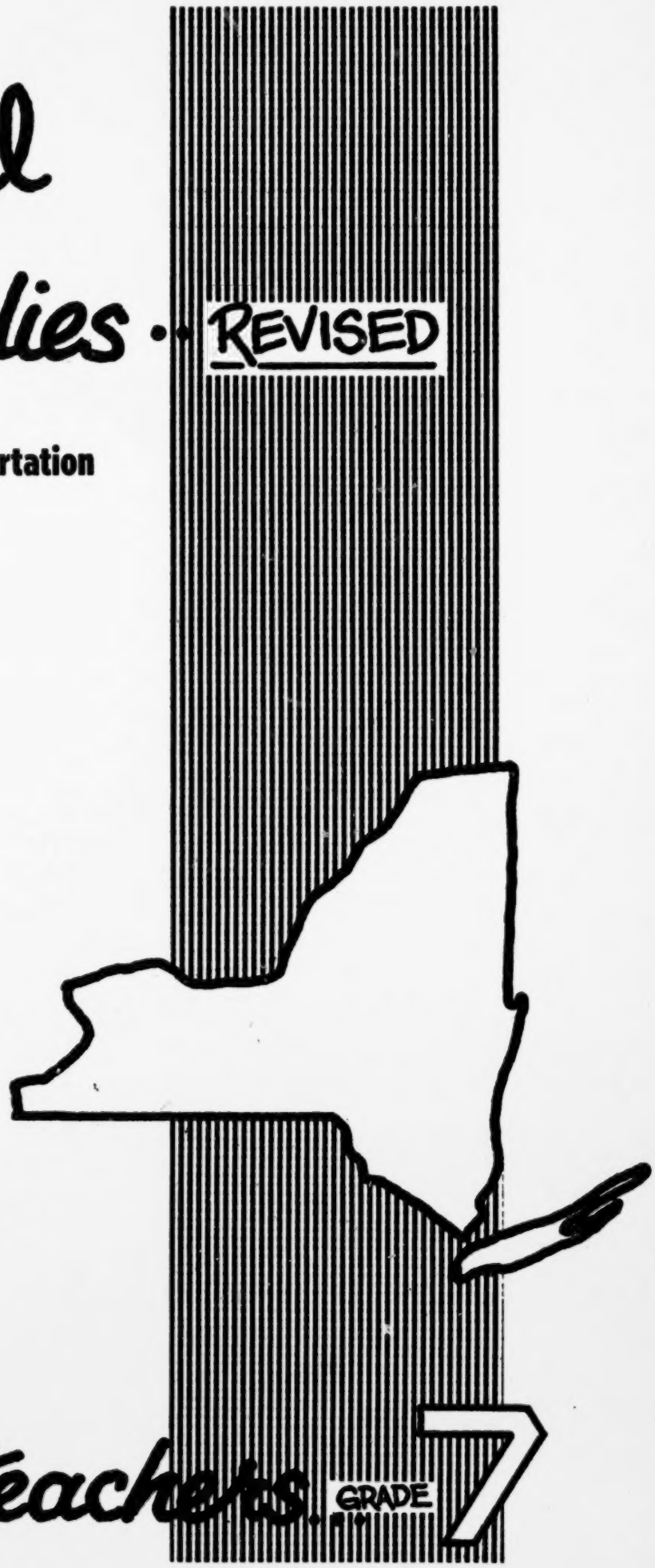
DONALD LAUX
Elmont Memorial High School

MISS MARILYN MACCHIA
Elmont Memorial High School

MRS. DIANA OESTREICHER
New Hyde Park Memorial High School

MISS CATHERINE SINAGRA
Alva T. Stanforth Junior High School

JEROME SMILEY
Alva T. Stanforth Junior High School



a guide for teachers — GRADE 7

Sewanhaka
CENTRAL HIGH SCHOOL DISTRICT NO. 2
NASSAU COUNTY, NEW YORK

Summer 1964

Dr. James A. DeSonne, Assistant District Principal (Administration)
Robert M. Vincent, Director, Instructional Materials Center
Dan Dramer, District Curriculum Supervisor for Reading and Language Arts
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A C K N O W L E D G M E N T S

This revised edition extends to our newly-adopted seventh grade social studies texts the district's well-known program of developmental reading in the content areas. In publishing this guide, the district reaffirms its belief in the value of developmental reading for secondary school pupils.

This volume represents the cooperative efforts of many participants with special talents whose contributions I acknowledge with appreciation.

Mrs. Minna Cooper Mr. Donald Laux Miss Marilyn Macchia Mrs. Diana Oestreicher Miss Catherine Sinagra Mr. Jerome Smiley	For their authorship of the guide in the summer of 1964
Mrs. Judith Beckerman Mrs. Lynne Chaleff Mrs. Anne L. Cosse Mrs. Julia Kanarek Mrs. Joan L. Kramer Mrs. Esther Levine Mrs. Diana Oestreicher Miss Jo-Ann Surber	For their work in writing the original edition of this guide and its first revision.
Mr. Dan Dramer, District Curriculum Supervisor, Reading and Language Arts	For supervising and organizing the project in its formative and developmental stages.
Mr. Ira Wilder, District Social Studies Coordinator	For suggestions on dividing the content into study units.
Dr. Harold L. Herber, Project English Demonstration Center, Syracuse University	For organizing, during his tenure as District Reading Coordinator, the district's developmental reading program and its original study guides, and later, for consulting with the authors of this revised edition.
Mrs. Anne Cosse	For voluntarily analyzing and criticizing our trial units, and for sharing her experience in writing and using these guides.
Dr. James A. DeSonne, Assistant District Principal, Curriculum and Instruction	For general supervision of the summer workshop.

A C K N O W L E D G M E N T S

Mr. Robert Vincent, Director, Instructional Materials Center	For supervision of the production of this guide
Mrs. Madeline Hendrix	For editing final copy and for assisting in the supervision of the production of this guide.
Mr. Donald Pross	For creation of the cover design and other art work.
Miss Patricia Massey and the typing and production staff	For technical production of the guide.

It is expected that the reading departments and junior high social studies departments of the several schools will plan for the inclusion of this material in the social studies program. Teachers using the guide are urged to keep notes on their critical analysis of it. After a suitable period of time, the guide will be evaluated and appropriate action will be taken.

John W. Nicoll
Principal of the District

September 1, 1964

GUIDE TOPICS CORRELATED WITH TEXTS

	FLIERL AND URELL Living in New York Chapter No.	ELLIS, FROST AND FINK New York: The Empire State Chapter No.
Unit I. New York State Geography: Regions, Resources, and Communities.	1. INTRODUCTION and Regions of the Empire State 22. Manufacturing regions in Modern New York 23. Farms and Farming in the Empire State 19. Cities of the Empire State Today 2. Communities in New York Yesterday and Today	1. Nature Molds New York 2. New York is the Most Important Business State 3. Rural New York Provides Wealth and Recreation 4. Urban New York Offers Jobs and Recreation
Unit II. Early New York History: Settlement to Statehood (Indians; Dutch; English; Revolutionary War)	5. The Algonkian and Iroquois Indians 6. New York in the Days of the Dutch 7. New York as an English Colony 8. New York in the War for Independence 9. The Rough Road to Victory	5. The Indians Rule New York 6. Dutch Traders and Farmers Penetrate the Wilderness 7. Farmers and Merchants Develop Colonial New York 8. Settlers Bring Variety to New York 9. New Yorkers Learn Self-Government 10. New York Becomes Important in the British Empire 11. New York Helps Fight the Revolutionary War
Unit III. New York State Government and Local Government; Social and Cultural Progress	10. A New State in a New Nation 15. Democratic Growth 1800 to the Present 16. New York Pioneers in Social Progress	12. New York Helps Shape the Government 13. New York Leads in Population 17. Democracy Spreads (1789-1825) 18. Political Issues Divide New Yorkers (1825-1865) 19. New Yorkers Make Social Progress

GUIDE TOPICS CORRELATED WITH TEXTS

Unit III. (Continued)		25. Local Government in the Empire State 24. The State Government of New York	21. Reform Triumphs in New York 22. Able Governors in New York 26. Local Governments Serve Local Needs 27. The State Government Works for everyone 28. Political Parties Serve New Yorkers 29. New York Conserves Human and Natural Resources
Unit IV. Westward Expansion and Transportation in New York State		11. Settling Western New York 12. Roads and Waterways in Early New York	14. Frontiersmen Become Farmers 15. New Yorkers Improve the Transportation System
Unit V. Agriculture and Industry Develop in New York State. Problems of the Industrial Age		13. New York in the Railroad Age 21. Transportation and Commerce in 20th Century 14. The Growth of Commerce and Industry	16. New Yorkers Expand Their Business Empire 23. Transportation, Agriculture, and Trade Improve 24. Industry Expands Rapidly in New York
Unit VI. The Local Community: Long Island and New York City		18. The People of New York 17. New York: Cultural Center of the Nation 20. New York City: World Metropolis	20. The Population of New York Increases 25. New York Becomes the Nation's Cultual Center 32. New York City Has Its Own Government 30. New York Becomes the Empire City 31. New York Becomes a World Capital

TO THE TEACHER

This volume is one of a six-unit series designed to correlate with the two seventh grade social studies textbooks we use in Central High School District No. Two. The textbooks were examined by social studies teachers and organized into the following topical units:

Unit I - New York State Geography: Regions, Resources, and Communities.

Unit II - Early New York History: Settlement to Statehood (Indians; Dutch; English; Revolutionary War)

Unit III - New York State Government and Local Government; Social and Cultural Progress

Unit IV - Westward Expansion and Transportation in New York State

Unit V - Agriculture and Industry Develop in New York State. Problems of the Industrial Age

Unit VI - The Local Community: Long Island and New York City

Each of these six units embraces several chapters of each of cur two texts. The chart which precedes this page gives the details of this break down into units.

This series is based on three assumptions:

1. Teachers can not take for granted that pupils enter junior high school fully trained for the reading tasks they will encounter.
2. Secondary school pupils need continuing developmental reading instruction which will enable them to cope with the textbooks of constantly increasing difficulty which they will encounter as they progress through school.
3. The person best equipped to teach the special reading skills needed in as specialized a course as social studies is the social studies teacher.

The purpose of this volume and its collateral material is to provide the teacher of seventh grade social studies with the aids he needs to instruct his students in the skills they require for reading their texts and supplementary books. This volume is designed to accomplish the dual objectives of providing instruction in reading skills, and, at the same time, teaching those facts and concepts, and developing those attitudes which are the aim of social studies instruction.

The following information will help you to use this material more effectively.

1. Nature of the material: All of the pages in this volume are addressed directly to the pupil (except, of course, for these few prefatory remarks), and all can be requisitioned in any quantity desired.

2. Ordering material: Material should be requistioned through your department chairman, who, in turn, will order it from the I.M.C. Order all the material for an entire chapter at one time. Allow two weeks for delivery.

3. Format: This material follows a consistent format. It is arranged by topics, and within each topic arranged according to the two texts; the Ellis book for honors and average classes, and the Flierl book for modified classes. (If you are teaching only modified classes, for example, you may want to fold under the pages of Ellis material until next year, and vice versa.) The material corresponding to a chapter in either text consists of the following:

   A. A list of new vocabulary words and a separate list of the proper nouns in the chapter. Asterisks mark words which the authors of the textbooks themselves indicate need explanation. Some of the words have been underscored to show they appear in context immediately below. This provision of a context in which the word's real meaning is revealed is an important part of the guide.

   B. A test of the new vocabulary words.

C. A reading guide which, by directing the student's reading to the salient features given under each bold-faced sub-heading of the text, provides purpose and direction.

D. An exercise designed to develop a specific reading skill.

E. Questions designed to evaluate the pupil's mastery of the chapter's reading, critical thinking skills and the subject matter content of the chapter. NOTE: SOME QUESTIONS ARE DESIGNED TO COVER COLLATERAL CHAPTERS IN T~ TWO BOOKS (ELLIS AND FLIERL) AND ARE SO IDENTIFIED.

4. Page identification Each page is marked to indicate:

A. The book on which it is based (whether Ellis or Flierl).

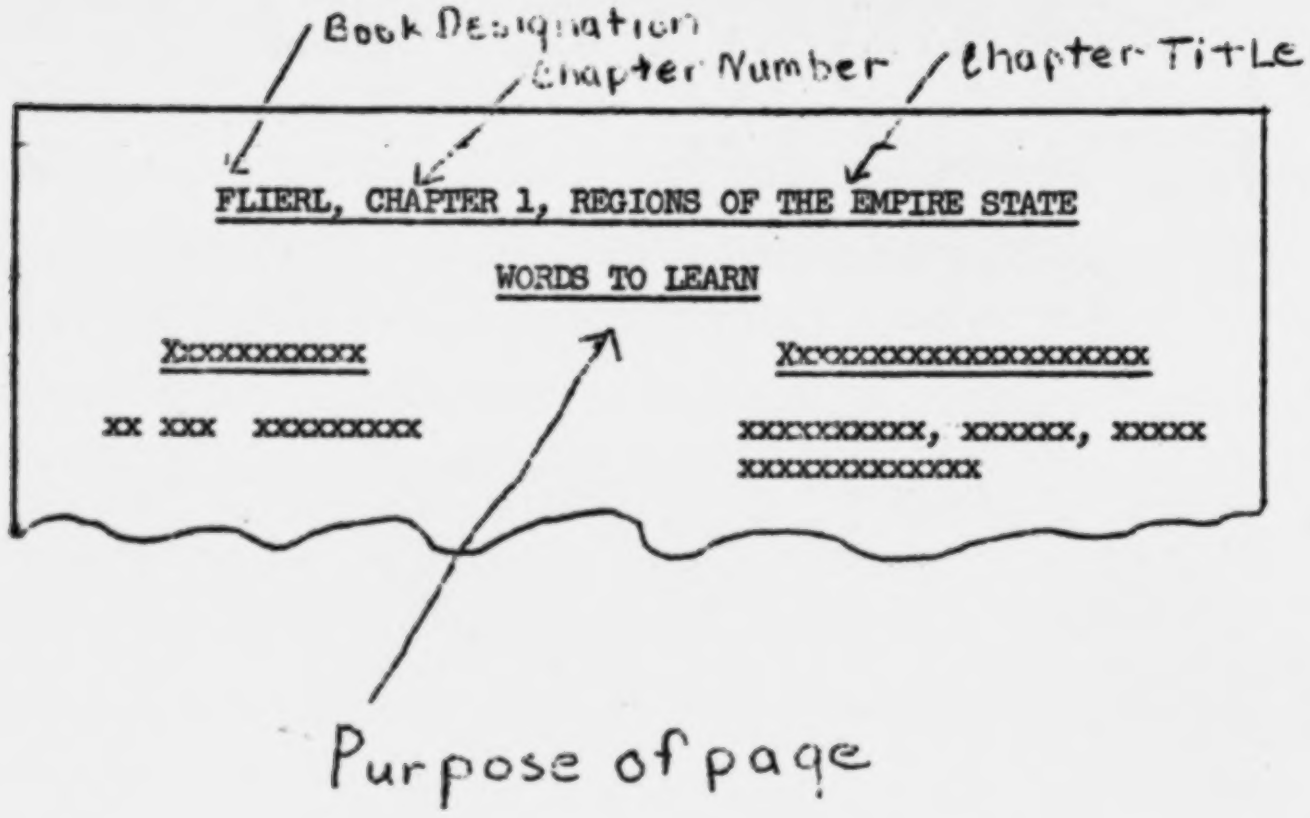
B. The chapter number and title of the text to which it corresponds.

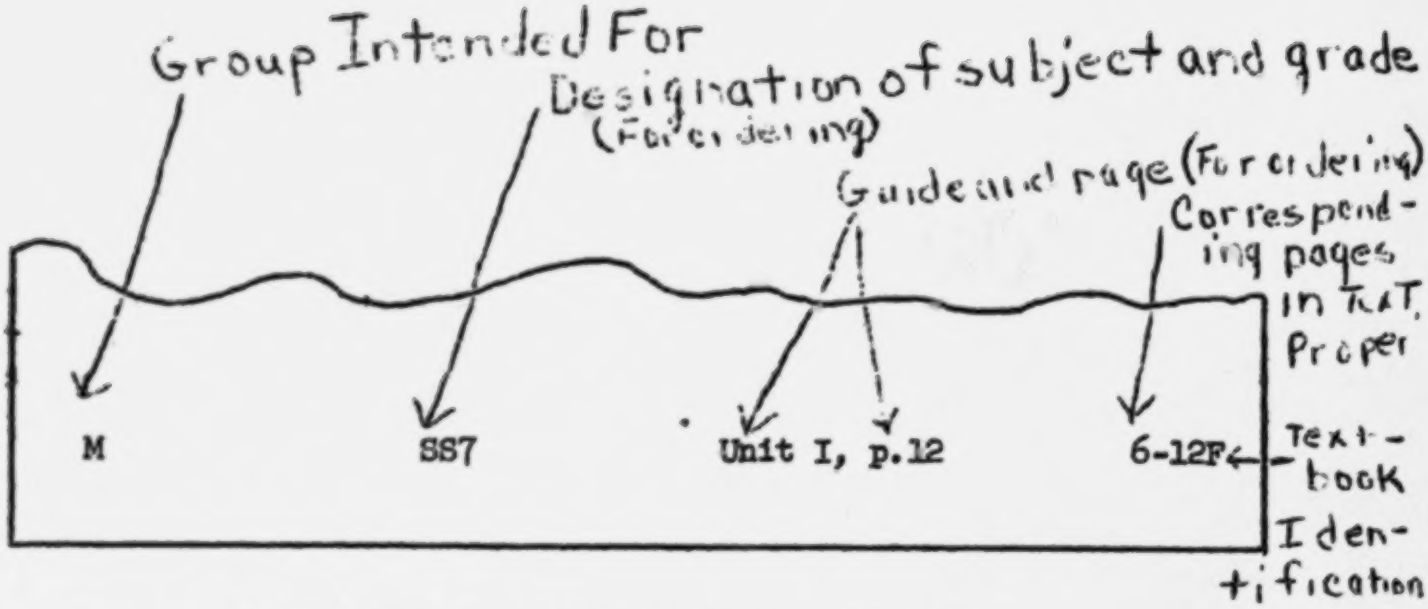
C. The function (reading skills taught, etc.) of the material presented on the page.

D. The type of class (honors, average or modified) for which the exercise is intended.

E. The page numbers in the text to which it corresponds.

A specimen page showing the labeling and coding of each page follows.





SPECIMEN PAGE SHOWING LABELING AND CODING

The letter in the lower left hand corner of each page designates the type of class for which the exercise is geared: A - average class; H - honors; M - modified.

Sometimes when some of the questions on a sheet are intended for the average group and others for the honors group, only, they will be so coded. The lower left hand corner designation $\begin{cases} A: & 1-6 \\ H: & 1-10 \end{cases}$, for example, indicates that in the opinion of the person who composed the exercise, average pupils should be able to handle only the first six questions, but honor pupils should be able to handle all ten.

This material, if made a vital part of the daily structure of your teaching, should be a valuable aid in improving reading skills generally and social studies skills particularly.

UNIT IV. WESTWARD EXPANSION AND TRANSPORTATION IN NEW YORK STATE

TABLE OF CONTENTS

FLIERL AND URELL Living in New York			ELLIS, FROST AND FINK New York: The Empire State		
Text Chapter Number	Text Title	Guide Page Number	Text Chapter Number	Text Title	Guide Page Number
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XII	Roads and Waterways in Early New York	16	XV	New Yorkers Improve the Transportation System	23

FLIERL, CHAPTER 11, SETTLING WESTERN NEW YORK

WORDS TO LEARN

	Vocabulary	People, Places, Events, et cetera
p. 162	population, routes, territory unoccupied	War for Independence, Hudson Valley Mohawk, Delaware, Susquehanna, Iroquois Indians, Treaty of Fort Stanwix, Rome, Pennsylvania, Revolutionary War, Canada, Niagara River
p. 163	parcels of land, reservations, rival, claim, *ceded, basis, independent	Mississippi River, Virginia, Connecticut, Massachusetts, Continental Congress, Congress, Vermont, New Hampshire, "Green Mountain Boys"
p. 164	separate, dispute, representatives	Union, Pre-emption Line, Sodus Bay, Lake Ontario, Seneca Lake.
p. 165	permanent , anxious, *speculators, veterans, tract, transporting, *squatters, *subdivided	New England, Europe, Military Tract, Phelps-Gorham Purchase , Oliver Phelps, Nathanial Gorham, Genesee River, Robert Morris, Holland Purchase, Seneca Indians, Holland Land Company
p. 166	real estate, *agent	St. Lawrence Valley, Champlain Valley , Macomb Purchase, Franklin County, Jefferson County, Lewis County, Oswego County, State Legislature, Albany, Congress
p. 167	*emigrants, navigable, *batteaux	Joseph Ellicott, Ellicott Creek,Holland, Buffalo, Ellicottville,Ellicott Street, Hudson-Mohawk, Albany, Schenectady, Little Falls, Wood Creek, Oneida Lake
p. 168	underway, squall, poling	Oneida River, Seneca River, Geneva
p. 169	fatal , pioneer, frontier, tedious, acres, swamps, malaria	New Jersey, Catskills, Adirondacks, Black River Valley, Plattsburgh, Lake Champlain, Utica, Black River, Ogdensburg
p. 170	horizontal, livestock	
p. 171	potash	
p. 172	pewter, poultry	
p. 173	gristmill, fleece, flax, peddler, bartered	
p. 174	*flail, *homespun, *trestle porridge, venison, partridge	
p. 175	tallow, trundle,"bee"	

FLIERL, CHAPTER 11, SETTLING WESTERN NEW YORK

Words Used in Context

ceded The Indians ceded the land to the settler only after they were paid for it. When they ceded it, they gave up their right to the land.

tract That large tract of land was bought from the Indians and farmed by the pioneer who lived there. Some tracts consisted of hundreds of acres.

subdivided Mrs. Smith divided the cake and gave half to Barbara. Barbara subdivided it to share it with her sister Joan.

real estate We went to the real estate office in order to buy a house. The real estate agent showed us houses and property.

agent The agent, sent by the head of the company, spoke to the workers and promised them that their wages would be raised. They believed the agent, because he represented their boss.

navigable I would like to sail the boat on that small river, but it is not navigable. Some day, if they widen it and make it navigable, I may get my wish.

fatal Pneumonia was once a fatal disease. Since antibiotics have been used people seldom die from pneumonia.

peddler Mrs. Brown welcomed the monthly visit of the peddler and purchased all the things she would need for the month. The peddler, by going from farm to farm, saved the farm prople from making a long and sometimes impossible trip to the store.

bartered The two boys bartered their possessions. Jimmy traded his pen knife for Tom's harmonica. Jimmy liked bartering. Not only did he save his money; in this case, he got rid of something he didn't need.

livestock The farmer fed his livestock every morning. He brought food to all the animals, the cows, hogs and chickens.

FLIERL, CHAPTER 11, SETTLING WESTERN NEW YORK

Vocabulary Test

Write the letter of the definition of the word on the line after the number of the word.

1. ceded
   a. planted
   b. granted
   c. devoted
   d. received
   1. _____

2. tract
   a. tool
   b. farm machine
   c. section
   d. farm
   2. _____

3. subdivided
   a. divide under
   b. divide later
   c. divide
   d. divide again
   3. _____

4. real estate
   a. genuine
   b. mansion
   c. land and buildings
   d. rent collection
   4. _____

5. agent
   a. Indian
   b. representative
   c. private dectective
   d. teacher
   5. _____

6. navigable
   a. can be traveled by ships
   b. can't be traveled by ships
   c. ship that carries freight
   d. a ship yard
   6. _____

7. fatal
   a. must happen
   b. serious
   c. causes death
   d. long
   7. _____

8. peddler
   a. department store salesman
   b. door to door salesman
   c. customer
   d. cyclist
   8. _____

9. bartered
   a. traded
   b. argued
   c. figured
   d. bought
   9. _____

10. livestock
   a. active shares
   b. seeds
   c. plants
   d. animals

FLIERL, CHAPTER 11, SETTLING WESTERN NEW YORK

DIRECTED READING

READ TO FIND THE ANSWERS TO THESE QUESTIONS:

p. 162, The Iroquois

1. What major factor discouraged early settlement?
2. How did the Fort Stanwix Treaties help settlement?
3. Did the Indians give the land away?

p. 163, Rival Claims

4. How did New York set an example which helped solve the problem of of rival claims?

p. 163, Conflict with Vermont

5. Why did New York resist Vermont's claim to independence?

p. 164, Conflict with Massachusetts

6. What was the Pre-emption Line?

p. 165, Settlers move Westward

7. Why did people move west?
8. What was a speculator?

p. 165, The Military Tract

9. What is the Military Tract?

p. 165, The Phelps-Gorham Purchase

10. Why did Phelps and Gorham purchase the land?

p. 165, The Holland Purchase

11. What was the purpose of the Holland Land Company?

p. 166, The settlement of northern New York

12. What was the name of the biggest single sale of land in New York State ?

p. 166, How land was sold

13. How was land sold in early New York?
14. Who was the best known land agent?

p. 167, Travel to the New Lands

15. How did these early settlers travel?

p. 167, To Central New York via the Hudson-Mohawk route

16. What is a batteaux?
17. What were some of the hardships that the travelers faced in the wilderness?

p. 169, Routes in northern New York

18. Where were the two important routes to the St. Lawrence River?

p. 169, Early Hardships

19. Where did the Young's obtain their home and furniture?

p. 171, Frontier Life in Central New York

20. How was the forest a help to the pioneer?
21. How was the forest a hindrance to the pioneer?

p. 172, Means of Support

22. How did frontiersman support themselves?
23. How did pioneer families obtain necessities that they could not produce themselves?

p. 173, Work on a Frontier Farm

24. Who did the work on a frontier farm?

p. 174, Pioneer Meals

25. What did pioneers eat?

p. 174, An Evening in a Settler's Home

26. How did pioneer families spend their evenings?

p. 175, There Were Many Kinds of Bees

27. What was a "building bee?"
28. What made the husking bee popular?
29. Why did they have "bees"?

p. 176, Education and Religious Training

30. How were children educated in the early settlements?

REVIEW THE CHAPTER BY ANSWERING THE QUESTIONS ON PAGES 167,171, and 177.

FLIERL, CHAPTER 11, SETTLING WESTERN NEW YORK

Understanding Pictures

Pictures can give you a great deal of information. You should develop the habit of examining illustrations closely in order that you may obtain the maximum benefit from them. There are many things to look for in a picture. Pictures are always included for a specific purpose.

Look at the four pictures on pages 170, 171, 172, and 173 and answer the following questions about these pictures.

1. Why are these pictures included in this chapter?

2. What does the author want you to learn from these pictures?

3. What can you learn from the background in each picture?
   a. Does the forest tell you anything?

   b. Do the animals tell you anything?

   c. What can you learn from the ground near the farm house?

4. The words under a picture are called the caption. It is important to read it. Write down the additional facts which you learn from the caption which cannot be determined from the photograph.

FLIERL, CHAPTER 11, SETTLING WESTERN NEW YORK

QUESTIONS FOR REVIEW

Fill in the blanks

1. The _____ was the first attempt to establish a boundary between English and Indian territory.

2. The _____ was land set aside to be given to men who joined the American army during the Revolutionary War.

3. Phelps and Gorham were _____ who bought land to resell at a higher price.

4. The best known land agent was _____.

5. _____ is the name of the illness that the settlers called "Genesee fever"

6. A frontier gathering was called a _____.

7. The most popular "bee" among young people was the _____.

8. Frontier children were educated at _____.

9. A _____ was a flat boat specially built for travel.

10. _____ was admitted to the Union as the 14th state.

ELLIS, CHAPTER 14, FRONTIERSMEN BECOME FARMERS

WORDS TO LEARN

	Vocabulary	People, Places, Events, et. cetera
p. 183	monopoly, tenant farmers debtor, *speculator, tract	William Cooper, James Fenimore Cooper, Robert Morris, Hudson-Mohawk Valley, Long Island
p. 184	aristocratic, surveyed, *leasehold, *tenancy system	Tories, Westchester County, Stephen Van Rensselaer, Livingston Manor, Columbia County, Delaware County, Genesee Valley, Wadsworth family
p. 185	militia , antirenters	Governor William Seward, Helderberg region, Dr. Smith A. Boughton, Big Thunder, Governor John Young, Rensselaer County
p. 186	*martial law, public opinion, *migration, prohibited	Governor Silas Wright, State Constitutional Convention, Rome, Genesee River, Iroquois Military Tract, Otsego County, Cooperstown, Susquehanna River
p. 187	potash, installments, looted, *down payments, investors	Holland Land Company, Joseph Ellicott, Mayville
p. 188	frontier, pioneer, tavern	Black River, Lake Ontario, St. Lawrence, Adirondacks, Vermont, Finger Lake Region, North Country
p. 189	*malaria, swampy, *girdling, chinked, johnnycakes	Genesee fever
p. 190	"raising", waterways, contractors, animal husbandry, slaughterhouses	Waterville, Albany, New York City
p. 191	prairies, pasturage	Merino sheep, Ohio
p. 192	churning, dairy, breeds, conserve, waste products, *scientific agriculture	Buffalo, Orange County, Herkimer County, Robert Livingston, John Jay, Elkanah Watson, Lake Erie
p. 193	handicrafts, agricultural fair, *scythe, specimens, *cradle, reapers	Syracuse, Pittsfield, Massachusetts, Jesse Buel, cultivator, Rural New Yorker, Jethro Wood, Cyrus McCromick

Words Used in Context

speculator — The speculator in land invested his money in the hope of gaining a large profit when he sold it. If he had not speculated in western lands much of the settlement would have been delayed.

Words Used in Contert

leasehold The land held by a farmer under a rental arrangement was called a leasehold. When tenant farmers sold the leasehold they would have to give the landowner a portion of the money received.

tenancy system Under the tenancy system farmers only received the land under an agreement to pay rent. As a tenant, paying a yearly amount for the use of land he could not own. A farmer did not have the desire to improve the land under this system.

militia The militia, is an army composed of ordinary citizens rather than professional soldiers. In times of emergency, when soldiers were not available, the governor could use the militia to keep order.

martial law Governor Wright had to place the country under martial law, replacing civilian government temporarily with military rule. After the antirent disturbances had quieted down, he withdrew the order of martial law.

migration The first migration was from Europe to America, with large groups of people moving and zettling in the Hudson-Mohawk area shortly after the Revolutionary War. The migratien to western New York began, aided by the speculators who sold the land for profit.

down payment The settlers made a small down payment in cash to buy the land, promising to pay the balance in installments in the future. The early settlers had little cash so the down payments were small.

girdling The farmers would girdle a tree by cutting a ring of bark out of it. The girdling would cause the tree to become diseased and die, thus slowly clearing the trees off the land.

scientific agriculture Today, farmers receive information on scientific agriculture from the State Department of Agriculture and Markets, and thus learn the methods of getting better production from the soil. In the days before experiments and experience had taught the value of scientific agriculture the farmer used up all the good soil and then moved on to a new location.

scythe He used the scythe with its long blade attached to the bent wooden handle, to cut the tall grass. As he swung the scythe, and the grass fell before it, he opened a path through the field.

reaper Today a mechanical reaper is used to cut the grain and bind it together after it is harvested. The first horse-drawn reaper machine was invented by Cyrus McCormick.

ELLIS, CHAPTER 14, FRONTIERSMEN BECOME FARMERS

Vccabulary Test

Write the letter of the meanings of the words in Column II in the space in front of the word in Column I

_____1. speculator	a. movement from one area to another
_____2. militia	b. farm tool
_____3. leasehold	c. a disease
_____4. martial law	d. cutting intc a tree to cause its death.
_____5. migration	e. a civilian army
_____6. prohibited	f. used as fertilizer
_____7. girdling	g. a right to use land in return for the payment of rent
_____8. scythe	h. marriage custom
_____9. potash	i. forbidden
____10. malaria	j. rule by military governors
	k. investor in a risky venture.

ELLIS, CHAPTER 14, FRONTIERSMEN BECOME FARMERS

Recalling Events in Chronological Order

Methods and products changed as farming developed in New York State. To show that you understand how this development took place , rearrange them in the order in which they happened.

Events

a. New farm machinery speeded up the work of planting and harvesting.

b. Those crops needed to feed cattle and manufacture beer were in demand.

c. The farmers needed cash to pay for land and other things they needed.

d. Farmers made no effort to conserve the soil, but moved on when the land wore out.

e. Wheat was the important early cash crop.

f. Farm papers distributed scientific knowledge about crop rotation, breeding, etc.

g. Dairying became most important due to the rise in demand for cheese, butter and milk from the city.

h. Watson decided to "show Americans how to farm" by exhibiting the best specimens of farm animals.

i. They obtained potash to sell by burning trees.

j. The raising of sheep and cattle for food became a profitable business.

k. Sheep raising for wool became popular between 1830 and 1845.

Events in Chronological Order

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.

ELLIS, CHAPTER 14, FRONTIERSMEN BECOME FARMERS

DIRECTED READING

READ TO FIND THE ANSWERS TO THESE QUESTIONS:

p. 184-186, Landlords and Tenants Fight in Eastern New York

1. What was the attraction that eastern New York had for settlers?
2. What happened to Tory estates in New York?
3. Why did most of the large landholders sell parts of their estates rather than lease them?
4. What were the rental terms of Stephen Van Rensselaer?
5. In what three counties was the tenancy system mainly used?
6. What was the objection to the tenancy system?
7. What started the antirent "war"? Who was Smith Boughton?
8. How did the landlords react?
9. What change in the law prevented further antirent disputes?

p. 186-188, Central and Western New York are Opened Up to Settlement

10. What hindered settlement of central and western New York? How was this changed?
11. What was the Military Tract?
12. What problems did William Cooper meet in founding the village of Cooperstown?
13. What did Joseph Ellicott do to make things easier for the settlers?
14. Why did the Holland Land Company buy a large tract of land in western New York?
15. Why did northern New York attract only a few settlers?
16. How did land agents help in the development of New York?

p. 188-190, Pioneers Build a New Society

17. What type of land did the farmer look for in choosing a place for settlement.
18. What tasks did the pioneer family have to do in order to survive?

p. 190-192, Pioneer Agriculture Gives Way to Grazing and Dairying

19. What did the pioneers do to earn cash?
20. What were the first big crops? How did location affect this?
21. Why were oats, hay and corn important crops?
22. In what three grains did New York lead in production?
23. How is New York suited for animal husbandry?
24. What caused the decline of sheep raising in New York?
25. What was the most important development in agriculture in New York? Why was this so?
26. Why was the milk industry smallest at this time?

p. 192-193, New York Farmers Adopt Better Methods and Machinery

27. Why were farmers disinterested in new methods of farming?
28. How did Elkanah Watson improve the practice of farming?
29. What is the purpose of our State Fair at Syracuse?
30. Who was Jesse Buel?
31. Who invented the iron plow?
32. What other improvements were made in farm machinery?

REVIEW THE CHAPTER BY ANSWERING THE QUESTIONS ON PAGE 194.

ELLIS, CHAPTER 14, FRONTIERSMEN BECOME FARMERS

Questions for Review

1. What happened to the land owned by the Tories in New York State?
   a) The Tories kept their land after the war.
   b) The Tories were forced to sell their land to Patriots.
   c) The Tories sold their land to the New York State government
   d) The state government took the land from the Tories and then sold it.

1._____

2. What did most large landholders do with their lands after the Revolutionary War?
   a) They sold their land to small settlers
   b) They rented to tenants, but would not sell the land.
   c) They gave their land to settlers.
   d) They kept their land to themselves

2._____

3. If you were a tenant of Stephen Van Rensselaer, you would have to do ALL of the following EXCEPT
   a) Pay a certain amount of wheat as rent
   b) Provide a day's work with a team for the landlord
   c) In case you sold your land, pay one-fourth of the selling price to the landlord
   d) Belong to the church of the landlord

3._____

4. If you were a visitor to New York State in 1842 and were at a meeting where the people were shouting "Down rent!" you would know that
   a) This was a meeting of farmers trying to get rid of their rents
   b) This was a meeting of landowners trying to crush their tenants
   c) This was a group of sheriffs and deputies getting ready to go after tenants
   d) This was a group of city people who were against the landowners and their tenants

4._____

5. In the early 1840's, signs reading "Down Rent" were likely to appear in the
   a) Hudson-Mohawk Valley region
   b) Southern Tier
   c) North Country
   d) Long Island

6. What was the result of the "antirent war" of the early 1840's"
   a) The landholders won, and the tenants were defeated
   b) no land could be rented in New York State
   c) Agricultural land could not be leased for a longer period than twelve years
   d) All leases of land were done away with.

6._____

ELLIS, CHAPTER 14, FRONTIERSMEN BECOME FARMERS

7. What was the Military Tract?
   a) land on which some of the important Revolutionary War battles were fought
   b) the series of forts in the Champlain Valley
   c) land set aside by the state for Revolutionary War veterans
   d) the plan for the defense of New York State in case of war

7._____

8. The contribution to the development of New York State made by land agents was that
   a) they attracted many settlers to New York
   b) they gave free land to settlers
   c) they charged very high prices for land
   d) they tricked the Indians out of much of their land.

8._____

9. If you were a pioneer, in the Genesee County, looking for a place to live, you wanted All of these things EXCEPT
   a) land with a good water supply
   b) land that was close to a road or a river
   c) land in the rolliing hill country
   d) flat land along a river

9._____

10. What was the most important cash crop of New York farmers after the Revolutionary War?
   a) wheat
   b) oats
   c) flax
   d) hops

10._____

11. The most important change in New York agriculture was
   a) the raising of Merino sheep by New York farmers
   b) the growth of the hop industry
   c) the rise of the dairy industry
   d) the raising of beef cattle

11._____

12. Potash is :
   a) a crop raised in western New York
   b) the name of a mineral used in construction work
   c) a product made from ashes that was used in fertilizers
   d) the name of a small community in the Adirondack country

12._____

13. Hops:
   a) a product used in the manufacture of beer
   b) a square dance popular in rural New York
   c) a grain used as a feed for cattle
   d) early name for agricultural fairs in New York

13._____

ELLIS, CHAPTER 14, FRONTIERSMEN BECOME FARMERS

14. Antirenters:
    a) a person who favored paying rents to the landlord
    b) a person who opposed paying rents to the landlord
    c) a landlord who did not believe in renting lands
    d) an Indian who did not want to sell land to the whites.

14._____

Match the statement in Column II with the name in Column I. There will be one extra statement.

I	II
15. William Cooper	a. He called himself "Big Thunder"
16. Stephen Van Rensselaer	b. He started agricultural fairs in the United States
17. Smith Boughton	c. He invented the cast-iron plow
18. Elkanah Watson	d. He headed a famous iron factory in New York
19. Joseph Ellicott	e. He was an important landowner in central New York
20. Jethro Wood	f. He was a land agent in western New York
	g. The antirent wars started on his lands.

FLIERL, CHAPTER 12, ROADS AND WATERWAYS IN EARLY NEW YORK

WORDS TO LEARN

	Vocabulary	People, Places, Events, et cetera
p. 178	*right of way, *lotteries	Genesee Road, Fort Stanwix, Geneva, Canandaigua
p. 179	axle	"corduroy road", waterloo, "Flying Machine" (picture)
p. 180	constituents, turnpikes, state legislature, charter	
p. 181	junction, commerce, toll road, shunpikes	Albany-Schenectady Turnpike, Mohawk Turnpike, Seneca Turnpike, Great Western Turnpike, New York and Albany Post Road, New York State Thruway
p. 182	plank roads, *ferry boats	Syracuse
p. 183	single-span	Waterford, Blenheim, Schoharie Creek
p. 184		Utica
p. 185	canal, steamboats, *packet boat	Robert Fulton, Cleremont
p. 186		Walk-in-the-Water, "Clinton's Ditch", Canisteo R.
p. 187	engineers, currents, locks	Montezuma Swamp
p. 188	cement, *aqueducts, escarpment	
p. 189		"Marriage of the Waters"
p. 190	symbolizing, canal-boats, cargo	Middleport, Brockport, Port Byron
p. 191	ocean port	Champlain Canal
p. 192	monotonous	Oswego Canal, Deleware and Hudson Canal
p. 193		Deleware and Hudson Canal, Chemung Canal, Kingston
p. 194		Watkins Glen, Barge Canal

FLIERL, CHAPTER 12, ROADS AND WATERWAYS IN EARLY NEW YORK

Words Used In Context

right of way — The right of way was a strip of land granted or sold to the railroad so it could build the track. The land on either side of the right of way still belonged to the original owner.

lotteries — Lotteries or games of chance are used by many organizations to raise money. Our state, however., frowns upon the use of state lotteries to raise money.

constituent — The constituents of the first district were glad that they had elected Mr. Wilson to Congress. He pleased his constituents a great deal by getting more money for local industry.

turnpikes — When we think of turnpikes today we think of long modern roads. In the 1800's the term had two meanings. On the one hand turnpike meant a toll road and on the other it was the gate in the road were the toll was paid.

shunpike — Shunpikes were used when people did not want to pay the tolls. These short side roads around the toll gates were often traveled more than the turnpikes themselves.

ferryboats — The ferryboats charged a fee to carry freight and passengers across the water. Today bridges have replaced ferryboats in many cases.

packet boat — Packet boats were faster than freight boats on the canals. Packet boats were given the right of way over freight boats on the canal because speed was so essential.

acqueduct — Wooden troughs which carried canal waters over streams were called aqueducts. You can still see the ruins of some of these aqueducts in many western cities, looking like bridges over a stream.

escarpment — In most Tarzan movies he returns to his home by climbing a steep escarpment that separates his jungle home from the outside world. His escarpment is so steep that no other white man can climb this huge cliff.

cargo — The cargo on the ship consisted of many different types of freight. The cargo on one ship consisted entirely of wheat from the Genesee Valley.

FLIERL, CHAPTER 12, ROADS AND WATERWAYS IN EARLY NEW YORK

VOCABULARY TEST

Write the letter of the meanings of the words in Column II in the space in front of the word in Column I.

Column I	Column II
_____ 1. lottery	A. freight
_____ 2. constituents	B. enclosure in a canal
_____ 3. turnpike	C. a structure carrying water
_____ 4. shunpike	D. toll road
_____ 5. ferryboat	E. voters
_____ 6. packet boat	F. road around tollgate
_____ 7. aqueduct	G. fast boat
_____ 8. escarpment	H. game of chance
_____ 9. cargo	I. used to cross a river
_____ 10. locks	J. steep cliff

FLIERL, CHAPTER 12, ROADS AND WATERWAYS IN EARLY NEW YORK

DIRECTED READING

READ TO FIND THE ANSWERS TO THESE QUESTIONS:

p. 178, New York's Early Roads

1. What was wrong with roads before 1800?

p. 178, The Genesee Road

2. Where was the Genesee Road?

p. 178, Traveling on the Genesee Road

3. What were some problems that faced travelers on the Genesee Road?

p. 179, The Turnpikes

4. Who paid for most of the early roads?

p. 181, Albany Becomes a Turnpike Center

5. Why did Albany become a turnpike center?

p. 181, To Buffalo

6. On what four turnpikes would you have traveled in 1820 going from Albany to Buffalo?

p. 181, The Great Western Turnpike

7. What was the Great Western Turnpike?

p. 181, Turnpike Charges

8. What was the average charge on New York's first turnpikes for a ten mile trip?

p. 181, Freight on the Turnpikes

9. What was a drover?

p. 184, Stagecoaches and Steamboats

10. Why was the stagecoach driver so important 150 years ago?

p. 184, Travel In a Stagecoach

11. How can you tell that the early stagecoaches were built for service and not comfort?

p. 184, Stagecoach Routes

12. What was the second most important road center in New York?

p. 185, Stagecoaches and the Canals

13. Why were stagecoaches still used even after canals were built?

p. 185, The Steam boat comes to New York

14. Who was John Fitch?
15. Who was Robert Fulton?
16. Who was Robert Livingston?

p. 185, Steamboats on the Hudson

17. What were two important results of using steamboats on the Hudson?

p. 186, Lake Steamboats

18. What was the first steamboat used on the Great Lakes?

p. 186, Building the Erie Canal

19. How wide and deep was the Erie Canal?

p. 186, Reason for building the Erie Canal

20. Why was the canal needed?

p. 187, Problems In Building the Canal

21. What problems had to be overcome before the canal could be finished?

p. 189, What the Canal Meant to New York

22. What was the "Marriage of the Waters"?

p. 190, Effects of the Canal

23. How did the canal help western farmers?
24. How did the canal affect population?

p. 191, What the Erie Canal Meant to N.Y.C.

25. How did the Erie Canal help New York City?

FLIERL, CHAPTER 12, ROADS AND WATERWAYS IN EARLY NEW YORK

DIRECTED READING (Continued)

p. 192, Traveling On The Canal

26. What was the difference between a packet boat and a freight boat?

p. 192, Other New York Canals

27. Name three canal in New York other than the Erie Canal.

p. 192, Two Private Canals

28. What two companies were constructed by private companies?
29. What is the only major canal left in the state?

REVIEW THE CHAPTER BY ANSWERING THE QUESTIONS ON PAGES 183, 186, 189, 194 and 195

FLIERL, CHAPTER 12, ROADS AND WATERWAYS IN EARLY NEW YORK

READING MAPS

You are to identify the shortest stagecoach route for traveling between certain cities. Identify your route by listing in order the cities through which you would travel to reach your destination. Use the map on pages 180 and 193.

Example: Cities through which you would travel for the shortest route...
1... to Cherry Valley from Kingston
1.) Kingston 2.) Catskill 3.) Albany 4.) Cherry Valley

Cities through which you would travel for the shortest route...
1.... to Buffalo from Utica

2.... to Monticello from Bath

3.... to Binghamton from New York City

4.... to Rome from Middleport

5.... to Catskill from Jamestown

6.... to Rochester from Binghamton

7.... to Carthage from New York City

FLIERL, CHAPTER 12, ROADS AND WATERWAYS IN EARLY NEW YORK

QUESTIONS FOR REVIEW

1. The city of _____ was the center of commerce between the western and eastern parts of New York State.
2. The old _____ were similar to the Thruway in the way tolls were paid.
3. A _____ was a short side road that led around the tollgate to avoid the tolls.
4. Another name for the Erie Canal was _____.
5. _____ built the Clermont, a steamboat, which steamed up the Hudson River and proved to be better than a sailboat.
6. _____ was the governor of New York when the Erie Canal was built.
7. The Erie Canal was a ditch approximately _____ miles long.
8. The Erie Canal stretched from Troy to _____.
9. The most important canal that still operates in New York today is the _____.
10. _____ worked to establish a free public school system in New York.

ELLIS, CHAPTER 15, NEW YORKERS IMPROVE THE TRANSPORTATION SYSTEM

WORDS TO LEARN

Vocabulary.		People, Places, Events, et cetera
p. 196	waterways, *monopoly, navigable, launched	Long Island Sound, Hudson and Mohawk Rivers, Lake Champlain, Lake Ontario, Lake Erie, Finger Lakes, New York and Erie Railroad, Delaware and Hudson Canal, Cleremont, Robert Fulton, Steamboat Inspection Act, Cornelius Vanderbilt
p. 197	commodore, cargo, *packets, * tramp steamer	
p. 198	*sloop, *schooner, *full-rigged ship, clipper ship	Ocean Monarch
p. 199	turnpikes, *corduroy roads, ford streams, ferries	Elkanah Watson, Genesee Road
p. 200	*suspension bridge, plank roads	Erie Canal, John A. Roebling
p. 201	freight	National Road, De Witt Clinton
p. 203	contractors, malaria, river gorges	Montezuma Swamp, Champlain Canal Middle West
p. 204		Buffalo, Rochester, Syracuse, Utica, Geneva, Auburn, Canandaigua, Bath, Chenango Canal, Genesee Valley Canal, Oswego Canal, Black River Canal, Delaware and Hudson Canal
p. 205		De Witt Clinton, Albany-Schenectady Rensselaer to West Stockbridge, Albany to Boston
p. 206	*railroad terminal	Hudson River Railroad, Utica and Schenectady, Syracuse and Utica, New York Central, The Erie Railroad
p. 207	*trail, roadbeds, wooden cross ties, air brakes	Delaware and Hudson, George Westinghouse, George Pullman

Words Used in Context

monopoly The company of Robert Fulton was given exclusive rights or a monopoly, to use steamboats in New York. While this company had the monopoly, no one else had the right to operate a steamboat in any of the waters of the state.

ELLIS, CHAPTER 15, NEW YORKERS IMFROVE THE TRANSPORTATION SYSTEM

Words Used in Context

packets Packets were ships which carried goods and passengers on a regular schedule. Businessmen preferred to ship by packets, because they were more reliable.

tramp steamer A steamship which followed no set route or timetable was called a tramp steamer . The tramp steamer lost business to the packet.

sloop A sailboat having one mast was called a sloop. Much of the trade on Long Island sound and the Hudson River was carried on by sloops.

schooner The schooner was larger than the sloop and had two masts. Schooners were able to sail along the Atlantic Coast.

full-rigged ship The full-rigged ship was a merchant ship with at least three masts. The Ocean Monarch was the largest full-rigged ship.

corduroy roads Corduroy roads were made of cut logs (cord) laid across swampy places. These corduroy roads were very bumpy.

railroad terminal Either end of the railroad is called the railroad terminal. The Erie Railroad had trouble at first because its terminals were poorly located.

suspension bridge A suspension bridge is hung on cables between towers. A suspension bridge was built across the Niagara Gorge.

T-rail Solid iron rails shaped like the letter "T" were found to be safer. Formerly, rails were made of wood with a covering of iron. A law was passed requiring all railroads to use T-rails only.

ELLIS, CHAPTER 15, NEW YORKERS IMPROVE THE TRANSPORTATION SYSTEM

VOCABULARY TEST

1. A monopoly provides
   a) an enjoyable game
   b) steam power
   c) exclusive rights
   d) competition — 1. _____

2. He shipped by packet because it
   a) carried freight
   b) travelled a regular route
   c) could not sink
   d) charged less — 2. _____

3. The tramp steamer travels
   a) on a strict schedule
   b) on a fixed route
   c) on an irregular schedule
   d) to any port of call — 3. _____

4. The sloop is
   a) sailboat with two masts
   b) steamer
   c) small boat with one mast
   d) large rowboat — 4. _____

5. A schooner can sail
   a) up a stream
   b) across the ocean
   c) along the Atlantic Coast
   d) in all weather — 5. _____

6. The full-rigged ship has
   a) three or more masts
   b) two sails
   c) square rigging
   d) no sails — 6. _____

7. Corduroy roads are made of
   a) cobblestones
   b) hard dirt
   c) planks
   d) cut logs — 7. _____

8. The railroad terminal is located where the railroad
   a) begins
   b) ends
   c) begins and ends
   d) stops — 8. _____

9. The T-rail is
   a) a wooden rail
   b) an iron-capped rail
   c) an old-type rail
   d) an improved design — 9. _____

10. A suspension bridge
    a) is built close to the water
    b) opens and closes
    c) was used in ancient times
    d) hangs from cables — 10. _____

ELLIS, CHAPTER 15, NEW YORKERS IMPROVE THE TRANSPORTATION SYSTEM

DIRECTED READING

READ TO FIND THE ANSWERS TO THESE QUESTIONS:

p. 196, Natural Waterways Remain Important

1. What were the most important means of transportation up to the Civil War?
2. What was the advantage of having the monopoly on steam vessels?
3. What was the decision of the Supreme Court relating to this monopoly?
4. Why did we need the Steamboat Inspection Act?
5. How did steamboat transportation develop?
6. What contribution was made by Commodore Vanderbilt?
7. What is a tramp? a trader? a packet?
8. What is the difference between a sloop and a schooner?
9. What was a full-rigged ship?
10. Why were the builders so proud of the clippers?
11. Why was the change finally made to the steamboat?
12. Why were the British able to control the best trade routes?

p. 199, Roads and turnpikes are Built

13. Give two reasons why roads were so bad in 1791?
14. Why did the need for better roads increase?
15. What two ways were found to meet this demand?
16. Why did Albany become the turnpike center?
17. What were the routes of the main turnpikes?
18. What two other means of transportation forced the decline of the turnpikes?
19. What three important changes were brought about as a result of the turnpikes?
20. What was it like to travel by stagecoach?
21. Why did plank roads turn out to be a disappointment?
22. Describe the development of bridges

p. 201, New York Becomes the Leading Canal State

23. How did farmers transport heavy freight?
24. What caused New York City to fear that it would lose the trade of the interior ?
25. What were the reasons for constructing the Erie Canal?
26. What part did De Witt Clinton play in the construction of the Canal?
27. What were some of the more serious problems in connection with the building of the canal? How were they solved?
28. What points were connected by the Champlain Canal?
29. What proof do we have that the canal was a success?
30. How did the canal affect the states of Ohio, Michigan and Illinois? the cities of Buffalo and New York? the wheat farmers in eastern New York? the cities of Rochester, Syracuse and Utica? the cities of Geneva, Auburn, Canandaigua and Bath?
31. What other canals were built?
32. Which canal was owned by a private company?
33. What happened to most of the canals off the Erie?

p. 205, Railroads Crisscross the State

34. What two cities were connected by the Mohawk and Hudson Railroad?

ELLIS, CHAPTER 15, NEW YORKERS IMPROVE THE TRANSPORTATION SYSTEM

DIRECTED READING (Continued)

35. Why did businessmen want more railroads for New York?
36. How did Troy try to become a strong trade center?
37. What did Albany do?
38. How did New York enter the competition for railroads?
39. What other cities were connected by railroads?
40. What problem was created by these chains of railroads?
41. Why was the ban lifted on freight transportation by railroads?
42. Which railroads were acquired by Vanderbilt?
43. What problems were faced by the builders of the Erie Railroad?
44. Which cities linked the New York Central and Erie Railroads?
45. What two engineering changes improved railroads?
46. What other changes resulted in a safer and more comfortable train ride?

REVIEW THE CHAPTER BY ANSWERING THE QUESTIONS ON PAGE 208.

ELLIS, CHAPTER 15, NEW YORKERS IMPROVE THE TRANSPORTATION SYSTEM

MAP READING

Assuming you were alive back in 1859, tell what railroads or canals you would use to make the following trips. Use map 24 on page 202.

1. Carthage to Utica

2. Corning to Batavia

3. Rochester to Hornellsville

4. Binghamton to Albany

5. Lockport to Auburn

6. Whitehall to Albany

ELLIS, CHAPTER 15, NEW YORKERS IMPROVE THE TRANSPORTATION SYSTEM

READING FOR CAUSE AND EFFECT

The establishment of various types of transportation (causes) caused certain changes (effects) in New York State. Below is a scrambled list of the effects brought on by these causes. Write each effect under the underlined cause (type of transportation) to which it belongs.

1. Became the most important means of transportation.
2. Provided the first great reduction in freight cost.
3. Made possible the use of larger bodies of water for transporting freight and passengers.
4. Provided cheaper transportation for passengers, but not for freight.
5. Provided cheap transportation for freight and passengers.
6. Brought about wide use of the stagecoach.
7. Took business away from the three other means of transportation.
8. Made possible round trips from west to east by water.
9. Provided income for road building companies.
10. Helped the growth of middle-west population.

Turnpikes

Canals

Steamboats

Railroads

ELLIS, CHAPTER 15, NEW YORKERS IMPROVE THE TRANSPORTATION SYSTEM

REVIEW TEST

1. What was the chief advantage of the clipper ship? a) It carried more cargo than other ships. b) It was very fast. c) It could carry more passengers than other ships. d) It was a very safe vessel. 1.____

2. Turnpikes had all of the following effects on New York State EXCEPT: a) New regions of the state were opened up for settlement. b) The cost of shipping goods was reduced. c) Many New Yorkers became wealthy from the profits of turnpike companies. d) Travel became faster. 2.____

3. Why did turnpikes decline in importance? a) It cost too much money to keep them in good condition. b) Turnpikes cost too much money to build. c) Railroads offered a better means of transportation. d) The turnpikes were too rough for comfortable travel. 3.____

4. All of the following were advantages of plank roads EXCEPT: a) They were easy to build. b) They were cheap to build. c) They could be used in any kind of weather. d) They rotted quickly. 4.____

5. Why did the farmers of western New York favor the construction of the Erie Canal? a) It would provide them with a cheap way of getting their products to market. b) It would speed up communication with eastern New York. c) It would supply them with water for irrigation. d) Other states were building canals, and New York should keep up with them. 5.____

6. As a result of the building of the Erie Canal, all of the following became important cities EXCEPT: a) Buffalo, b) Rochester, c) Syracuse, d) Catskill. 6.____

7. What was the chief purpose of the Delaware and Hudson Canal? a) It was to carry passenger traffic from Pennsylvania to the Hudson River. b) It was designed to carry coal from Pennsylvania to the Hudson River. c) It was to carry wheat from the Pennsylvania farm country to the Hudson River. d) It was to provide competition for the Delaware and Hudson Railroad. 7.____

8. Which statement was most true of the canals which branched off the Erie Canal? a) They were very profitable canals. b) Most of them did not make money. c) None of them made money. d) They were all abandoned. 8.____

9. All of the following are advantages which the railroad has over the canal EXCEPT: a) Freight can be carried more cheaply by railroad than by canal. b) The railroad is faster than the canal boat. c) The railroad can run all year round; the canal boat cannot operate in winter. d) The railroad keeps to a more dependable time schedule than the canal boat. 9.____

ELLIS, CHAPTER 15, NEW YORKERS IMPROVE THE TRANSPORTATION SYSTEM

REVIEW TEST (Continued)

10. Which of the following railroads is largely confined to the Southern Tier of New York? a) Deleware and Hudson, b) New York Central, c) Erie, d) Baltimore and Ohio. 10._____

Matching (Cities)

_____1. Troy

_____2. Schenectady

_____3. Buffalo

_____4. Binghamton

_____5. Canandaigua

a. Cargoes from the Great Lakes were transferred here to the Erie Canal.

b. At the junction of the Chenango and Susquehanna Rivers.

c. Stopped growing rapidly when turnpikes became less important.

d. Grew up where goods coming down the Mohawk River had to be taken overland to Albany.

e. Lost the railroad fight to Albany

Matching (People)

_____1. Robert Fulton

_____2. Cornelius Vanderbilt

_____3. De Witt Clinton

_____4. George Westinghouse

_____5. George Pullman

a. Important man in developing New York Central Railroad system.

b. An early inventor of a steamboat.

c. Inventor of a railroad sleeping car.

d. Founder of a famous store in New York City.

e. Inventor of air brakes for railroads.

f. He fought for the construction of the Erie Canal.